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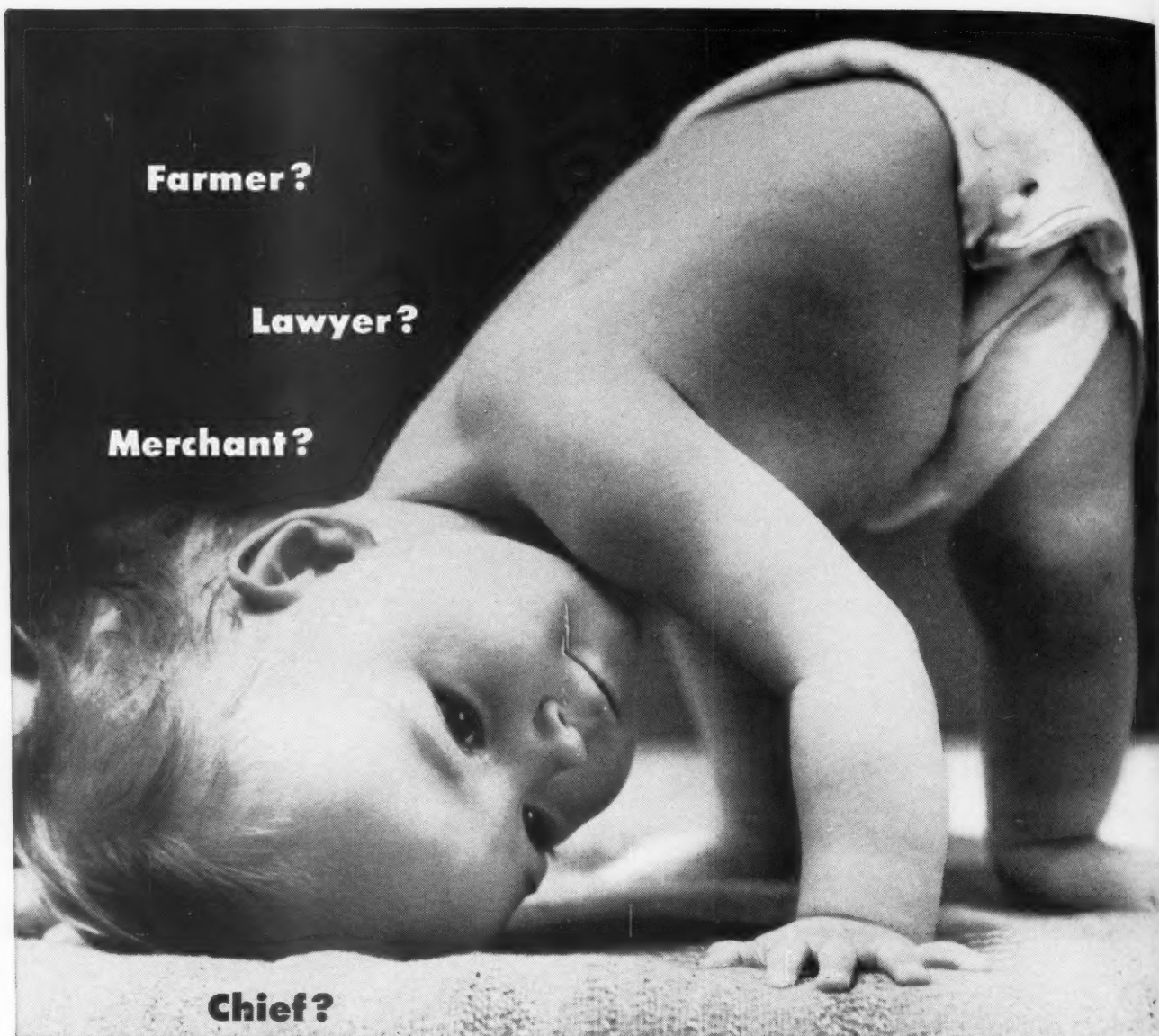
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CTA *Journal*

CALIFORNIA TEACHERS ASSOCIATION

MAY 1952



In 1852...7 out of 10 babies grew up to be farmers. In 1952...it is less than 2 out of 10. Mechanized farming has led the way to this change!

Here's *your* strong and husky young American, 1952 style.

He's a trifle young to worry much about his future. But, when the time for picking a job comes along, he can thank mechanized farming for his greatly broadened freedom of choice.

Fact is, farm machines have given all of us a greater choice in the kind of work we do. Once, nearly all Americans were farmers. Today, less than two out of ten of us are needed to provide our nation's food.

That's where International Harvester comes in. For 120 years our business has been the development of mechanized farm equipment. Three-fourths of all products we manufacture today are used in rural areas. They help farmers produce more, in less time, with less effort. And they make farm life itself more satisfying and rewarding than ever before.

Mechanized farming—using products such as Har-

vester builds—has led the way in making us the best-fed, best-clothed nation in the world. Last year, 29 per cent more food and fiber were produced than in 1941. That's quite a record... especially since there were 4 million fewer people on farms in 1951 than ten years ago.

Yes... as fewer of us are needed on farms—more of us can choose other vocations essential to our national well-being.

Young Americans today can still be farmers... and better farmers than ever before. But they can also be doctors, lawyers, merchants, chiefs... whatever they wish. The choice is theirs.

That's a big and vital contribution of mechanized farming.

INTERNATIONAL HARVESTER Chicago 1, Illinois

Builders of products that pay for themselves in use...
International Trucks • McCormick Farm Equipment and Farmall Tractors
Crawler Tractors and Power Units • Refrigerators and Freezers

CTA *Journal*

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

MAY 1952

Volume 48, Number 5

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THERE ARE 60,000 COPIES OF THIS ISSUE

DR. REX H. TURNER *President*
 DR. ARTHUR F. COREY *Executive Secretary*
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State Headquarters
 693 Sutter Street
 San Francisco 2, California

CTA Journal, the official journal of The California Teachers Association, May, 1952, volume 48, number 5; published monthly except June, July and August, by The California Teachers Association, 693 Sutter Street, San Francisco 2; price \$2 per year, 25c per copy. Entered at San Francisco Post Office January 23, 1906, as second-class matter under the Act of Congress of March 3, 1879. Vaughan MacCaughey, Editor; Lucile R. Bysom, Advertising Manager.

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CTA Journal, May 1952

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CTA State Headquarters: 693 Sutter Street,
 San Francisco 2; phone PRospect 6-4110

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DIRECTORS

Dr. Rex H. Turner, President
 Assistant Superintendent, Oakland Schools
 Mail, home address: 1050 Trestle Glen Road,
 Oakland 10

W. A. Chessall, Vice-President
 District Superintendent, Ukiah Union High
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 Mail, home address: 510 South Spring Street,
 Ukiah

J. Stanley Brode
 Teacher, Santa Monica City College

Erwin A. Dann
 Assistant Superintendent and Director of
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 2348 Mariposa Street, Fresno 1

James N. Gardner
 Teacher, Sacramento College
 Mail, home address: 4124 Twenty-third
 Street, Sacramento 18

Dr. Robert C. Gillingham
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Vera Hawkins
 Teacher, San Diego High School
 Mail, home address: 4134 Stephens Street,
 San Diego 3

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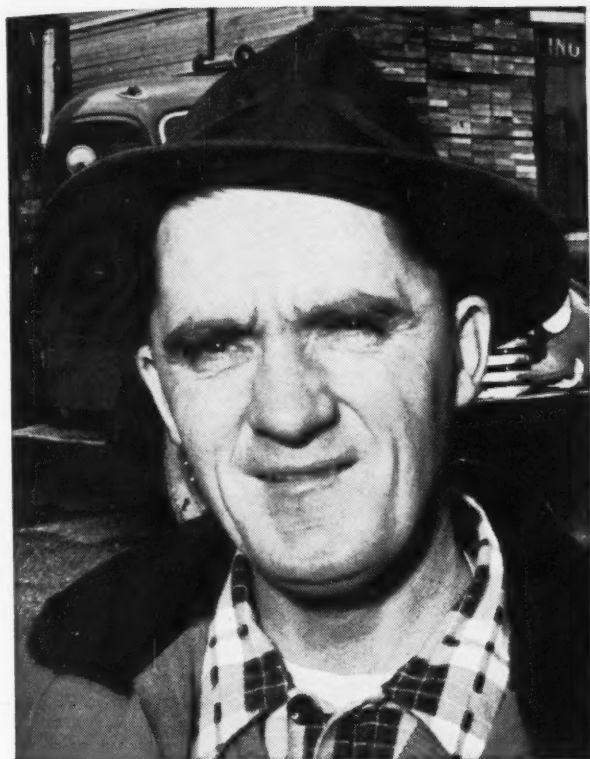
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"What do you do with all the money you make?"

Standard's income sometimes raises such comments as: "You people do a lot of business. You must be rolling in dough. What do you do with all the money you make?"

The answer is a matter of public record. But in brief—after we've paid for materials, wages, employee benefits, and miscellaneous expenses... wear and tear on plants and equipment... interest on our long-term debts... and, in the last 5 years, more than \$405,000,000 in taxes—then what's left, the "money we make," goes this way:

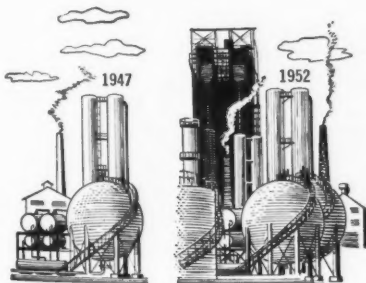


We invest in research and technical service—more than \$35,000,000 in the last 5 years—to develop better ways of finding oil, increasing the yield, cutting costs, creating new business. That brings you new and improved products, with prices held down as we compete for your patronage.

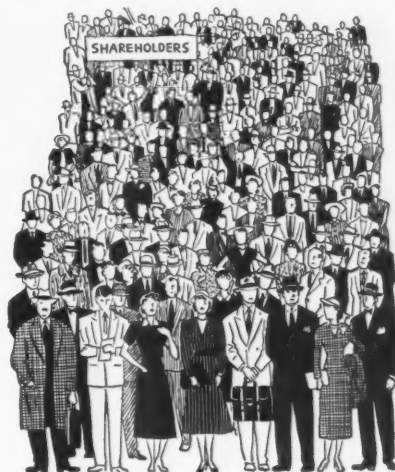


Exploration here and abroad has cost us more than \$229,000,000 in the last 5 years. Known crude reserves are at an all-time high. But these deposits were the easiest to discover. Though the earth holds vast hidden reserves, it now costs millions to find each new field, to assure continuing supplies.

And finally, after setting aside funds for future operation, our more than 100,000 shareholders get what money remains—last year \$2.60 a share, their return on savings invested in Standard. So almost all the "money we make" goes right back into circulation.



We put funds into facilities—in the last 5 years, more than \$644,000,000. The need for oil products keeps growing. Standard must replace old wells, increase crude production; add to the capacity of refineries, pipelines, tankers, and all other things we need to serve you well.



STANDARD OIL COMPANY OF CALIFORNIA

• plans ahead to serve you better

33 1/3 %

SAVINGS



AND SUPERIOR SERVICE, TOO?

HARD TO BELIEVE, BUT TRUE — CTA Plan members have saved over 33 1/3 per cent on automobile insurance! And they have received the finest service on claims!

HOW TO GET SERVICE

If you have an automobile accident anywhere in the United States or Canada, you merely refer to the identification slip which comes with your policy. On the back of this slip you will find brief instructions. In

most cases you need only to telephone—collect—and a claims man will tell you what to do.

With your policy you will also receive a plastic holder which is just right for both your insurance identification slip and operator's license. When you have an accident, a police officer will usually ask for your license, and your insurance slip will be in the same container. Twenty-four-hour telephone numbers are listed on the back of the holder.

WHAT TO DO NOW

The CTA Plan is the only statewide automobile insurance plan approved by the California Teachers Association. It is underwritten by the CALIFORNIA CASUALTY INDEMNITY EXCHANGE, one of the nation's strongest companies. All policies are national, standard, and non-assessable. For complete information fill in ALL the blanks on the form below and return it to our State CTA headquarters at once.

CALIFORNIA TEACHERS ASSOCIATION, 693 Sutter Street, San Francisco 2

C552

YES, I AM INTERESTED . . . in your plan which may save me 40 per cent on car insurance. Please send me your suggestions for coverages, with exact costs and estimated savings for my particular car. This request does not obligate me to become a policyholder—I am free to decide later.

Name.....	Age.....	CTA No.....	School Name.....	School City.....
Spouse's Name.....	Age.....	Occupation.....	Employer.....	
Address: No. and Street.....			City.....	Zone.....
Date Present Policy Expires.....	Date Car Was Purchased.....	New.....	Used.....	Company Now Insured by.....
Car Year.....	Make.....	Model Name.....	Body Type.....	No. of Cyls.....
(Fleetline De Luxe, Custom De Luxe, etc.)				
Motor No.....	Serial No.....	Is Car Fully Paid For? Yes..... No.....		
If Not Paid For By Whom Financed?.....	Finance Co.'s Address: No. and Street.....			
City.....	Zone.....	Collision Losses In Past Year: \$.....	Other Losses: \$.....	
(If none, write "NONE")				
Other Drivers in Household Under Age of 25 Years Who Do Not Have Separately Insured Cars:				
Name.....	Age.....	Date of Birth.....		

Teachers Must Be the State's Educational Conscience

Teachers must accept the fact that in the last analysis, they are the educational conscience of organized society. It is the duty of the teaching profession constantly to alert the public to the needs of Public Education and to give the public the opportunity to meet these needs if it will.

The public expects advice and leadership on problems of health from the medical profession; on matters of jurisprudence, from its legal profession; and on educational matters, from its teachers.

The Time for Talk is Past

In the field of school finance the time for talk is past and the time for action is here. The CTA is the only group in the state equipped to assume leadership in this action.

That responsibility was accepted by the State Council of Education at Asilomar on April 12, when decision was made to initiate a Constitutional Amendment, — (a) to increase constitutional state school support to at least \$180 per child, and (b) to increase basic aid to \$120 per child for each district.

Our Most Challenging Hour

This is the most difficult and challenging task ever attempted by the organized profession in California. This decision gives every teacher in the state an opportunity to emerge as an educational leader. It is our responsibility to see that the people have a chance to act on this matter and then that facts be made available which can make that action intelligent.

This means that first we must qualify the petition and then we must make the necessary sacrifices of time and money to guarantee an adequate interpretation of the issue to the voters. The implications of these objectives are made specific on Pages 6 and 7 of this magazine.

Public Education Must Not Be Crowded Out

We must not permit increasing tax pressures for other types of public services to deter us in fulfilling our professional responsibility to give the people of the state an opportunity to decide whether Public Education shall retain its first priority as a state function.

Public Education could by default be crowded out of its accepted priority, unless appropriate steps are taken through which the people may assert their will. These steps are being taken. Every teacher must do his part with courage and determination. — A.F.C.

BIGGEST JOB CTA EVER TACKLED!



THERE was something electric in the atmosphere under the pines at Asilomar. Heads were high and steps were brisk. It was Saturday, April 12. Members of the CTA Council of Education were in session. They were translating into action deliberations and studies which had extended over a period of several years. They had fashioned and approved detailed plans for the biggest job the organized teachers of California had ever tackled.

They had authorized CTA sponsorship of an initiative Constitutional Amendment to increase the guaranteed state support for public education in order to meet the critical needs of schools.

They had reason to be proud, these delegates of yours, as every teacher would have also been proud of their action. For the final decision as to details of the proposed initiative were reached only after sharp differences of opinion had been composed by the application of calm intelligence in a democratic climate.

The Amendment Is Brief and Easy to Understand

The proposed amendment, as it has been drafted in accordance with the Council's decisions, would:

1. Increase constitutional state support from \$120 to \$180 per year per pupil in average daily attendance.

2. Increase basic aid, which would be received by every district in the state, from \$90 to \$120 per pupil per year.

The increase to \$180 was agreed upon only after long study had made it evident that this figure would be necessary,—(a) to provide the schools with the same purchasing power as they had in 1947 and (b) to recoup the losses brought about by inflation, since the people in 1946 voted in favor of state aid of \$120 per child.

Another consideration which led to agreement on the figure of \$180 had to do with the proportion of school

costs borne by the state and by local property owners. Between 1936 and 1950 the state's proportion dropped from 55% to 43%, while the proportion borne by local property increased from 45% to 57%.

Basic Aid Brings Sharp Differences

The amount to be provided for basic aid brought about the most widely divergent opinions. There were vigorous arguments advanced for the continuation of the present \$90 without change. Proponents of this viewpoint insisted that every possible penny of the state aid increase should be used for equalization. Opponents of this contention were equally determined that the basic aid be substantially increased. Some even contended that it should be as high as \$145.

Even a few days before the Asilomar meeting there were those who thought either that no agreement would be reached or that if a decision were made, success at the polls in November might be impossible.

But at Asilomar, delegate after delegate rose to his feet during the discussion to surrender some of his sincerely-held convictions in order to make possible an acceptable compromise and to create a united front.

As a result, the increase agreed upon means that every district, regardless of wealth, would receive at least \$30 per child more than it is now receiving.

The amendment leaves to legislative action the distribution of the balance of the state aid proposed in the amendment.

Increase Is Really Only \$37 Per Child

It is estimated that the increase in the first year after the approval of the amendment would amount to \$75,000,000. In this connection it should be remembered that, although the present constitutional guarantee is \$120 per pupil, legislative appropriations have increased the amount to about \$143

per pupil. Adoption of the amendment providing for \$180 per pupil would therefore actually bring about an increase, not of \$60 per pupil, but of about \$37 per pupil.

Several other provisions for inclusion in the amendment were omitted by State Council decision. The Council decided against including some variable factor such as a cost-of-living index.

Also, upon the recommendation of the state Salary Committee, it voted not to make any change in the present Constitutional provision for a minimum salary for teachers.

This constitutional minimum is now \$2400, but the actual legal minimum as provided by state law is \$3000.

Will Seek Minimum Salary Increase in '53

The Council unanimously adopted a recommendation by the Salary Committee that CTA, at the next session of the Legislature, seek enactment of legislation increasing the minimum to \$3400 a year.

Action was fast after the adjournment of the Council on Saturday. On Monday letters went out to all local teachers clubs and administrators, advising them of the Council action and alerting them to the immediate need of raising a campaign fund (see opposite page) and of circulating initiative petitions between the dates of May 5 and May 10.

By Tuesday, CTA counsel had completed the draft of the amendment. Before nightfall it was in the hands of the Attorney General for titling.

On Thursday morning the approved title was in the hands of the printer and the presses were rolling on the production of 100,000 petitions. These will be in the hands of circulators throughout the state by May 5. A million signatures is the goal.

A gigantic task looms before the profession. It is indeed the biggest job CTA ever tackled, but through united action and unflagging energy it can be accomplished.



GETTING THE MESSAGE TO 4,000,000 VOTERS

--and a paying investment for you

BUTCHER, baker, candlestick maker. Yes, and public school teacher. How do you get a raise? Now who knows anybody who works for a living who wouldn't like the right answer to THAT question?

Everywhere in all vocations, workers, non-professional and semi-professional, are seeking the right answer and striving by different means to bring about a boost in income necessary to meet the soaring costs of living.

It is because you, as an individual teacher, are having difficulty making income meet budget that your association — the CTA — acting for you, has come up with a proposal which may solve your problem — and give the children a raise at the same time.

But it isn't enough that your association advance the idea of a Constitutional Amendment to increase state financial support for schools, qualify the proposal for a place on the ballot and then sit back complacently and wait for action by the electorate.

For if the people of California are going to approve an increase in state support they must first be convinced that your needs and those of the schools are urgent enough to warrant the additional expenditure.

That is why you have been asked to contribute \$10 to finance a statewide campaign to bring the message of the schools to the people of the state vividly, convincingly and frequently — so that no opportunity for communication to them will be neglected — so that every step may be taken to insure victory in November.

How do employees get a raise?

Some get it by talking to the boss, who, if funds are available, may grant it without ado. This method is the exception.

Some get it by going on strike — in many, many instances surrendering a whole month's pay, or more, in order to get a small increase in wages.

Teachers cannot get raises if the funds to make them possible are not available, and this is the case today in most school districts in California.

Teachers in California do not strike to get increases. Always they have gone to the people, locally or on a statewide basis, with their problem. In most instances, locally and in every instance statewide, the people have gone to the polls and granted the requests.

Increased dues in CTA were voted after democratic deliberations all over the state for the widely-publicized purposes of increasing services, enlarging staff and to meet the problems produced by the drooping dollar. Many of

these projected plans have already been put into effect. There is not enough money on hand to finance a major campaign for the proposed Constitutional Amendment.

This must be a campaign of an intensity unprecedented in the history of CTA. This is a presidential election year. We will be bidding for the attention of a record-breaking number of California voters at the very time when they are being bombarded from all sides by dramatic, partisan appeals.

To reach, to impress and to convince 4,000,000 registered voters in California this year we are going to have to pull out all the stops. The message will have to be full-throated and sent out often. It is axiomatic that in an effort to imprint an idea on the popular mind you must beam your message to that mind, through the eye and ear, at least seven times. This means that every medium of communication must be used — newspapers, printed literature, public speeches, radio and television. Such a program costs money.

To print, address, stamp and mail a first-class letter costs approximately 8 cents. It wouldn't be much of a campaign to send one such letter to each of the 4,000,000 voters in the state — yet to do so would cost \$320,000.

With adequate funds the needs of schools can be speeded to the voters, not once, but many times through all of the media available.

You are asked to contribute \$10 to this fund. You have a right to know what your dividends may be.

If there are 35 pupils in your classroom, the least increase which approval of the amendment would bring to the financing of the instruction in your classroom would be \$1050 a year. For, under the proposal, no district in the state would receive an increase of less than \$30 per pupil. And those which qualify for equalization would get even more.

Figure it out in terms of your own class. This minimum increase would bring in new money sufficient to finance a \$500 raise for you and leave \$550 for a raise for the children in terms of an enriched educational program through lower loads, more and better instructional aids and added services to boys and girls.

Is \$10 too much to invest, with the probability of such dividends?

With good reason for faith in the success of this effort by a united profession, is it too much to ask that the individual make an investment which bids fair to bring a hundred-fold return each year?

Your officers and directors have every confidence that the members of the profession in California will respond with their traditional vision and enthusiasm.



The President Reports For The Year

By Wilbur N. Vroman, University of Redlands; President, CSTA, 1951-52

THIS has been a difficult year for California Student Teachers Association. We have seen a drop in membership. While it was not unanticipated, since there has been a decreased enrollment of veterans in colleges, we are inclined to measure growth of organizations in terms of memberships. This is common practice whether it be churches or professional organizations. Our growth this year has to be measured qualitatively rather than quantitatively. CSTA has had its most successful year. Its committees have deliberated and produced the most excellent reports. The membership has grown into professional-minded individuals. These are measures of true growth.

The most outstanding part of this year's work has been the creation of and the results of the Campus Public Relations Committee. Starting from scratch and realizing the need of a changed attitude of student teachers toward their chosen profession, this committee has met, worked and produced. It has searched out the causes of student teachers feeling of inferiority, and it has pointed-up methods of combatting this inferiority. If we carry these methods to our own campuses and into our own attitudes, we shall view our teaching profession with the same honest pride as do the doctor and the engineer.

New Attitudes Develop

Furthermore, in the year that this committee has been functioning, we have noticed in the individuals comprising the committee a change in personal attitudes toward teaching. No more of this, "I am just a teacher." It is now: "I am a teacher"; "I am a professional person." Committee members searching for an answer to a problem have found an answer for themselves in the search.

Attitudes do change through participation in committee work. Unconsciously, we begin to evaluate ourselves; unconsciously we change. Even if the results of committees seem a stew of over-boiled pleasant platitudes, the cooks have benefited in the preparation thereof. Not only has the Public Relations Committee benefited as the cooks, but they have also prepared a tasty stew, one that is full of choice bits of meat for the rest of us to savor, and this in addition to well-seasoned gravy.

As recommended by this committee, all chapters should establish functioning Public Relations Committees. A careful study of our own campuses will find the answer to our public relations problems. We must give to student teachers the same status of which the other professions are proud. The professional attitude must start with the student on the campus!

This underscoring of the work of the Public Relations Committee does not mean that other committees have not

worked and produced. It is singular that a committee in its initial year can produce so much of worth. Use its report in your chapter.

We debated seriously discontinuing the International Relations Committee. We felt that interest was lagging in this work. To our pleasure, this committee analyzed itself. It found work to do and made several practical recommendations. The International Relations program was turned over to the local chapters for implementation. Local chapters will find in this committee's report suggestions for International Relations programs that can, and must be handled on the campuses.

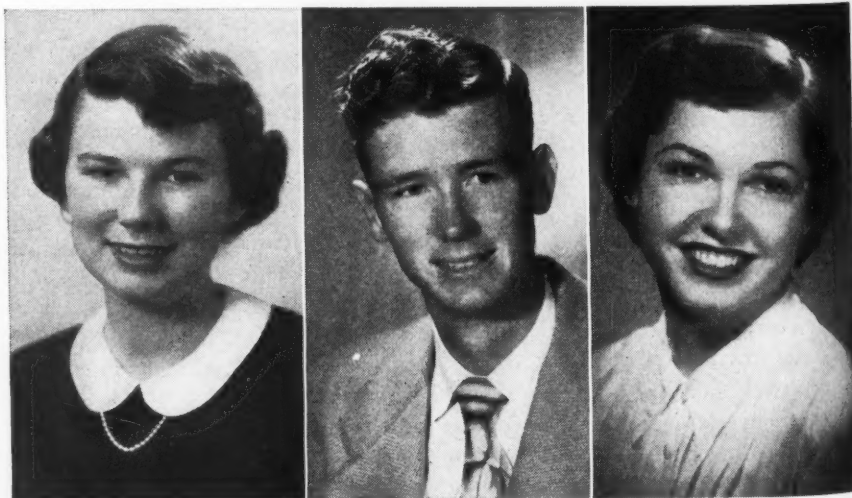
An Ethics Committee need never apologize for its existence, and this year's committee need make no excuses for its report. Our Code of Ethics needs to be appraised and interpreted and used in light of changing conditions. Put into the curriculum and lived up to, it will go far towards giving us a professional attitude.

We Recruit Teachers

A committee that must continue strong is the one on Teacher Vocational Guidance. Do you know that the CSTA is the only area of the CTA that has an organized teacher recruitment program? Our work in this field must be outstanding and fruitful. The children of California—and the world—must have more teachers; they must have capable teachers. This committee has made recommendations for recruitment. Make those personal contacts with capable persons on campus and in high school.

(Please turn to Page 29)

New officers of CSTA — (left to right) President, Virginia Lee Andrews, University of California, Berkeley; vice-president, Huber E. Smutz, Jr., Los Angeles State College; secretary, Patricia Wynne, Fresno State College.



As we were about to go to press, we learned of Dr. Sexson's death. The following brief memorial statement is included in this issue. — Ed.

JOHN AMHERST SEXSON 1881-1952

PUBLIC education in America and in California has lost one of its great leaders. John Amherst Sexson died on April 14. John Sexson was an educational statesman. He saw the large issues. He isolated the important problems. No educator in America foresaw more clearly the impact of the Second World War on the public schools. The organization of the schools of Pasadena to meet this impact was a model for the schools of the nation.

Dr. Sexson's vision made him one of the most influential leaders in the establishment and development of the Educational Policies Commission. In no state was the work of the Commission so well implemented as by John Sexson in California. Through hundreds of addresses and through the establishment of statewide study groups, the

problems and issues faced by the Commission were widely discussed and applied.

John Sexson enhanced California education in the eyes of the nation. For years he stood pre-eminent in national circles as the representative of public education in our state. We have all gained in the esteem of our fellow-workers because of him.

John Sexson was Chairman of the Board of Directors and President of California Teachers Association from 1934 to 1939. During these years there was never a meeting of the Board or Council when some important problem in educational planning was not discussed. His addresses to the California Council of Education were masterpieces. He, more than any other President of the organization, emphasized that the Association must be an educational as well as a political force.

One of his important contributions to the California Teachers Association was the establishment of the California Stu-

dent Teachers Association as an integral part of the organization. This program gives prospective teachers an opportunity to become a part of the organized profession even before they become active teachers in the field. This contribution was timely and unique and is now being copied by other state associations.

California has led the nation in the junior college movement. In our state, and hence in the nation, John Sexson has been recognized for his outstanding contribution in this field. He has consistently fought for the four-year junior college and has seen his 6-4-4 plan recognized as one of the orthodox methods of educational organization.

John Sexson's life is a dramatic illustration of the indestructibility of the influence of a great teacher. We can paraphrase Shakespeare and truly say

When he is forgotten, as he shall be
And sleeps in dull cold marble —
Say he taught thee.

— A.F.C.

California Needs YOUR Help to Reach CAP Goal

By The NEA State Directors for California: Myrtle Gustafson, Oakland; and Ole Lilleland, Pasadena

BY membership in California Teachers Association you have demonstrated your faith in the purposes of the organized profession of teaching. You are participating in the program of advancing educational opportunities for the children and youth of our state.

Are you assuming the same responsibility for the advancement of the teaching profession on a national level? You are, if you are a member of the National Education Association and are taking an active part in the national program.

Unfortunately, many teachers in our state are not recognizing their professional responsibilities, which include participation on a local, state, and national level. The present NEA membership of 32,150 for California shows a loss of 1,414 as compared with the membership of May, 1951.

Centennial Action Program

The 1952 Centennial Action Program goal for California is 38,542, with only two months to achieve it. Can it be met?

Yes, if every CTA member who is not a member of NEA will immediately

contact the president of his local association or the executive secretary of his CTA section and send his membership dues of \$5. California will then assume the leadership in the nation which it deserves.

The National Education Association, with no increase in dues, needs an increase of 20,000 members to carry on its present program. Will Californians do their part to support a national program which is essential to the growth and development of state association and local association programs?

The San Francisco Meeting

Last July California was host to the NEA Delegate Assembly meeting in San Francisco. Californians did themselves proud in their hospitality and participation in the program. With over 400 delegates, California had the largest state delegation ever to attend a Representative Assembly. Those who took part in the meeting were enthusiastic about the program of the National Education Association.

More recently many leaders in our state have attended the regional conference of the National Commission on

Teacher Education and Professional Standards at Santa Barbara, the Conference on Good Teaching sponsored by CTA southern section and NEA, and the regional meeting of the American Association of School Administrators in Los Angeles. All of these meetings pointed up the magnitude of the NEA program and the vision of our national leaders.

Every teacher profits by the work of the Defense Commission, the publications of the Educational Policies Commission, the raising of standards through the efforts of the Commission on Teacher Education, and the work of all of the 55 different departments and commissions.

Please Do Your Part

The National Education Association is serving the teachers and children of America well. Will you do your part through membership in the National Education Association to continue and expand that service? Will you help California reach its goal of 38,000 NEA members during May, 1952? Will you join the National Education Association today?

A Great Year in Salary Research

CTA Research Department Completes Series of Salary Studies for School Year, 1951-52

IN no previous year have California teachers and administrators been so well supplied with information regarding professional salaries and salary schedules. The CTA Research Department has completed and distributed eight bulletins reporting on salaries, salary trends, cost-of-living factors, and salary schedules. A brief description of the eight bulletins follows:

Bulletin No. 36 — Salary Adjustments for 1951-52

This bulletin presented a summary of data secured from California district superintendents on a survey form prepared by the CTA Research Department. The survey report, published in November 1951, revealed that virtually all of the responding districts had raised the salaries of teaching personnel for the 1951-52 school year. The types of raises reported occurred in the following rank order: (1) revised salary schedule; (2) cost-of-living bonus; (3) service raise; (4) extra increments; (5) extra pay for extra duties; and (6) BLS Index adjustment. The same trend appeared to be apparent in administrative salary raises. The study revealed, also, that the most substantial salary raises for both teachers and administrators resulted from a salary schedule revision or a cost-of-living adjustment; the least beneficial was the granting of extra increments. Other information given in the bulletin relates to salary raises by types of district organization or level, and the relationship of local school tax rates to 1951-52 salary raises. The price of the bulletin is 50 cents.

Bulletin No. 37 — The Automatic Cost-of-Living Adjustment in Teacher Salary Schedules

This bulletin presents arguments for and against the use of an automatic cost-of-living formula in adjusting salaries in the teaching profession. It also describes automatic cost-of-living formulas now in use in 16 California school districts. The bulletin was published in December 1951, and sells for 35 cents.

Bulletin No. 39 — Representative California Salary Schedules and Practices, 1951-52

The purpose of this bulletin is to furnish detailed information on repre-

sentative California salary schedules for 1951-52, and on current salary schedule practices. The data are based on an analysis of 363 salary schedules of a like number of California school districts. Types of information presented in the analysis are: (1) single vs. multiple salary schedule principle; (2) granting of cost-of-living bonuses or adjustments; (3) use of professional growth requirements; (4) credit allowed for prior experience outside of district; (5) practice of providing extra pay for the supervision of extra-class activities; (6) minimum and maximum salaries listed in schedules; (7) size of experience and training increments; (8) number of years required to reach maximum salary; (9) the number of



NEW DIRECTOR NAMED

MR. J. Stanley Brode, teacher of life sciences, Santa Monica City College, and president of California Teachers Association Southern Section, was elected as member of CTA Board of Directors, April 12, at the annual meeting, Asilomar. He succeeds Miss Mary Virginia Morris of Los Angeles, who had served on the Board for many years.

A biographical sketch of Mr. Brode was published in our November 1951 issue. He has been active in numerous professional organizations and has had wide experience as a ranger, naturalist, scout counselor and Red Cross worker.

schedule classifications; (10) the bases used for determining schedule classifications; (11) credit allowed for military service; (12) use of evaluation or appraisal committees; and (13) the use of merit rating in salary schedules.

The major portion of the bulletin presents an analysis of 175 representative California salary schedules. The information given in each analysis includes a description of the schedule classifications, the schedule minimum salary, the number and amount of annual increments, the schedule maximum salary, and special provisions or local policies relating directly or indirectly to the basic salary schedule. Bulletin No. 39 was published in December 1951 and costs one dollar.

Bulletin No. 40 — The Teachers Salary And the Cost-of-Living, 1951-52

This is one of the annual studies which is undertaken by the Research Department. The purpose of the bulletin is to evaluate teachers salary in terms of changing economic conditions. In addition to comparing the cost-of-living trend with teachers salary trend, the bulletin also presents comparative data on salary trends of other professional and occupational groups. The study shows that teachers salaries have not kept pace, relatively speaking, with salary trends in other vocations. The bulletin is replete with data that will interest local salary committees, school administrators, and school trustees. The cost of the bulletin is one dollar. It was published in January 1952.

Bulletin No. 41 — California Teachers Salaries for 1951-52

Published in February 1952, this bulletin is another in the series of annual CTA salary studies. Based on data supplied by the Bureau of Education Research, California State Department of Education, the bulletin presents both a distribution of 1951-52 teachers salaries by levels, and distribution of salaries for each California school having an A.D.A. of 100 or over. Districts are shown by sizes and types. They are also listed by counties. The information given for each district includes: (1) distribution of 1951-52 teachers salaries by \$100 intervals; (2) a designation of the intervals in which the minimum and maximum salaries fall; (3) the total number of teachers in the district; (4) the district's A.D.A. for 1950-51; (5) the district's 1950-51 tax rate; and (6) the assessed valuation per

(Please turn to Page 14)



YOUR STATE DEPARTMENT OF EDUCATION

Research Points the Way

By Roy E. Simpson, Superintendent of Public Instruction*

ONE hundred years ago, the Superintendent of Public Instruction of California in his First Annual Report to the Legislature (Vallejo, 1852), indicated that in this report "will be found such school statistics as I have been able to procure. They are imperfect but as accurate and complete as the means for obtaining them would permit." Thus, from the very beginning, California has recognized the need and importance of collecting and disseminating accurate information on its schools.

Subsequent reports reveal more specific information. For instance, in 1853 the average daily attendance was given as 2,020. One hundred years later it will have increased over 2,000,000, over a thousand times! In 1854, there were 214 teachers (in 1952, 64,000 full-time teachers). The early report indicates 7 teachers in Los Angeles County and 14 in El Dorado County. Detailed tables were a part of these early reports, one of which included a tabulation of the "Number of schoolhouses which disgrace the state!"

The importance of the fact-finding service of the State Department of Education was first given organizational recognition in 1922 with the appointment of an assistant superintendent in charge of statistics and foreign language schools. The assistant superintendent's designated responsibility was later changed to "research and statistics." For a number of years this division was concerned principally with the apportionment of school funds.

In 1946, the research facilities of the State Department of Education were expanded to include new areas of re-

search in the fields of administration and instruction, particularly in the field of the evaluation of pupil progress. Consultants were added to the staff to furnish service in the area of pupil evaluation. In this same year facilities of this office were greatly expanded through the installation of mechanical means of tabulation. This furnished the department, for the first time, the means of assessing large populations in needed areas of research.

The Bureau of Education Research has initiated, advised, or assisted in the compilation and tabulation of research studies in practically every field of educational activity represented in the State Department of Education. In addition to its activities in all the various fields of education, this bureau is responsible for answering several hundred requests for information received every month. Inquiries come from states widely scattered throughout the country and from foreign countries. These requests range all the way from one recently received from out-of-state which stated simply, "Dear Sir: Please send me some statistics," to a 20-page questionnaire from a neighboring state.

Many Groups Are Helped

The Bureau of Education Research furnishes current information to school districts, county superintendent offices, boards of trustees, the Legislature, professional associations, taxpayers associations, chambers of commerce, the press, and a number of state agencies.

An example of an involved request requiring immediate action was one received several years ago during the regular session of the Legislature. The California Senate wanted a detailed analysis of two school apportionment bills which it had under consideration, in order to compare the effect of each apportionment bill on each of the over

2,000 school districts. Inasmuch as the session was nearing its close it was necessary that this analysis be made in a very limited time. The study was made within the time specified, and was considered of such informative value that the complete analysis (75 pages) was printed in the Senate Journal.

Information requested by the Legislature must be furnished in detail and usually within restricted time limits. It is not a question of "let's pass the bill, then see how it works." Such experimentation would be financially fatal to school districts running on close budgets. The Legislature wants to know how the bill is going to operate in each district before it is willing to enact any apportionment proposals into law. Fortunately the department has been able to meet these deadlines because the need for such information had been anticipated and because of the mechanical assistance which its machine installation furnishes.

Much Administrative Research

Considerable amount of administrative research is carried on by the bureau. In addition to the analysis of proposed apportionment legislation, a number of other administrative studies are carried on by the Bureau of Education Research. The compilation and analysis of enrollment trends (semi-annual), analysis of the salaries of teachers (annual), analysis of administrators salaries (annual), analysis of current expenditures (district by district), analysis of experience, training and mobility of teacher personnel, are just a few examples of this type of research.

In 1946 this bureau, in cooperation with the office of Schoolhouse Planning, conducted the survey of schoolhousing. This study revealed a real need for capital outlay assistance and furnished a convincing case for the entrance of the State of California into a program of capital outlay for schools. This study pointed out the number of youngsters on part-time sessions, classrooms needed, and the lack of financial ability of many districts to provide adequate housing for their children.

This research was followed by a legislative appropriation of \$20,000,000. and the following year by an additional appropriation of \$35,000,000. Subsequently the California Teachers Association, in cooperation with the office of Schoolhouse Planning, conducted a

(Please turn to Page 19)

* Correction from the State Department of Education—The article "Audio-Visual Education in the Instruction Program" published in the State Department of Education section of the March 1952 issue of this magazine, was received without by-line. The author was Dr. Roy E. Simpson, Superintendent of Public Instruction.



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Parents & Teachers

**California Congress
of Parents and Teachers**

We Are Studying Mass Communication

By Mrs. A. Kenneth Spencer, San Gabriel; Chairman of Radio and Television

THE Board of Managers of California Congress of Parents and Teachers has felt the need for a study of mass communications media. It appointed a committee, on which served the chairman of Motion Pictures, Reading and Library Service, Radio and Television, and Juvenile Protection, and the parliamentarian.

After many meetings this committee has adopted the following statement. It will be given as wide a distribution as possible, not only within the Parent-Teacher organization but to all of the industries involved.

The California Congress of Parents and Teachers is concerned over the impact of the mass communications media upon children. Not only is this organization becoming increasingly alarmed, but educators, recreational leaders and all groups whose major interests are concerned with children and youth, share the same feeling.

For children these media are represented by radio, television, motion pictures, and reading matter. Each of these contributes to the education of children. The California Congress of Parents and Teachers desires that these contributions give children a sense of the world at large by maintaining high moral, social, and ethical standards. We are interested in having true life situations presented in the proper balance as that situation occurs in life.

Too Much Crime and Sex

Although crime, violence, and sex are a part of the world they will be called upon to meet, we feel that it will be such a small part, that it is most undesirable to be presenting so much that it is all out of proportion to the average life. There is a difference between happenings of a fantasy to which the child does not relate himself

and the listening to, viewing, or reading about situations made up of real people.

Educators, psychologists, sociologists, and thoughtful parents discuss repeatedly and heatedly the question: "What shall we permit our children to see on the screen, to hear on the radio, and to read in books and magazines?" Aside from the confusion of differing opinions as to the correct answers to the question, this question should be answered by the consideration of the basic problem of what we want our children to know about life.

Parents Are Responsible

We recognize the responsibility of parents to evaluate the amount of time spent by their children on radio, television, motion pictures, and reading in relationship to the physical health and emotional needs.

In determining the length of time children listen, view, and read, parents must see to it that the hours spent in so doing do not detrimentally conflict with play in the out of doors, meals, homework, and an adequate amount of sleep.

It must be recognized that many programs, pictures, and books enjoyed by children are primarily produced for adults, which increases the parental responsibility of viewing, listening, and reading with the children as a family group in order to make the proper interpretations.

Many of the publishers of comic books and magazines fail to live up to the established comic code or to join the Association of Comics Magazine Publishers which sponsors said code. Because of this fact, and also because of the prevalence of many vicious or undesirable types of reading matter available to young people, parents are urged to subject their children in early

life to a consistently high-grade type of literature, in order to form habits of good literary taste which will carry over into youth and adulthood.

It is further suggested that local committees establish the habit of frequent surveys within their own boundaries, in order to find out the types of reading matter being sold to young people, and to obtain — if possible — the cooperation of distributors and merchants.

Responsibilities Are Recognized

Various industries have recognized their responsibilities and have set up codes as their guides in building of programs and publishing of books and magazines. The committee has examined the codes of radio, television, and the motion picture industries and of the Association of Comics Magazine Publishers and on the whole approves of the standards which they use as their measurement.

Our continuing responsibility is to be acquainted with these codes and to be constantly on the alert to see that the industries adhere to them. They are too lengthy to reproduce in this statement, but can be obtained from:

Radio — "Standards of Practice for American Broadcasters"; 10c each; more than 100 — 5c each.

Address: The National Association of Radio and Television Broadcasters, 1771 N Street NW, Washington 6, DC.

Television — "The Television Code"; 15c per copy; address: Same as above.

Comics Code — Send to the Association of Comics Magazine Publishers, Inc., 150 Broadway, New York 7, NY.

A Note to Parents

These media come into the home and so parents should use these codes to evaluate the programs. When a program meets with approval, please write the station and sponsor, commending them. If in your opinion, after studying the code, there is a violation, please call it to the attention of the station and sponsor.

Concerning Your Letters

In either case send a copy of your letter to the Federal Communications Commission, Washington 25, DC. In the case of comic books or magazines, write to the Association of Comics Magazine Publishers, Inc., 150 Broadway, New York 7, NY.

Announcement by California Teachers Association

ROY W. CLOUD RECALLS EDUCATION IN CALIFORNIA

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which clearly depicts the development of the California Teachers Association and how it came to be one of the major organizations in the U. S. educational system.

Profusely Illustrated . . .

by portraits of California's superintendents of public instruction and other educational leaders. An appendix provides numerous source materials. Library of Congress No. 52-5977.

Roy W. Cloud . . .

started his educational career as an elementary school principal in Mono County. For several



years he was superintendent of schools in San Mateo County, and later for Redwood City.

From 1927 to 1947 he served as State Executive Secretary of California Teachers Association and Legislative Representative of CTA. Education in California is SPONSORED BY CALIFORNIA TEACHERS ASSOCIATION.

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For promptness in ordering, we make EDUCATION IN CALIFORNIA by Roy W. Cloud available to you at the special advance price of \$5. This pre-publication price is effective until the publication date, set by Stanford University Press for late Spring. At that time the regular \$6 price takes effect. So be sure to get your copy at the \$1 savings by mailing order blank today.

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CTA SALARY STUDIES

(Continued from Page 10)

A.D.A. for 1950-51. The cost of Bulletin No. 41 is one dollar.

Bulletin No. 42 — California School Administrators Salaries for 1951-52

Another annual Research Department study, this bulletin is also based upon salary data furnished by the State Department of Education. The salaries of approximately 6000 California school administrators have been analyzed and reported in this study. Administrators are listed types of positions held, and by individual districts. Districts, in turn, are classified according to size. Positions included in the bulletin are: superintendents; assistant, associate, and deputy superintendents; directors; coordinators; supervisors; business managers; administrative assistants; principals; vice principals; deans; and department heads. Bulletin 42 was published in March 1952 and is listed at one dollar.

Bulletin No. 44 — Salaries of Special Services Personnel

This bulletin, another in the series of annual salary studies, is also based on data supplied to the CTA Research Department by the State Department of Education. Special services personnel are listed by positions and districts. Districts, in turn, are classified according to size. Positions included in the bulletin are: librarians; counselors; psychologists; nurses; and others. More than 2600 such positions are represented in the salary listings. Bulletin 44 was completed in April 1952 and is listed at one dollar.

Bulletin 48 — Professional Salaries For Teachers

This bulletin, which was prepared at the request of the CTA State Salary Committee, presents bases for determining professional salaries for California teachers. The following topics are discussed in the bulletin: (1) Will the public support professional teachers salaries?; (2) How are recognized professions rewarded?; (3) Teachers salaries and civil service salaries; (4) Teachers salaries and general income; and (5) The teachers viewpoint on professional salaries. The bulletin may be used for two purposes: (a) to justify current salaries being paid to teachers; and (b) to influence public opinion in providing better salaries for teachers. The bulletin was published in April 1952 and is listed at 25 cents.

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The coal industry's search for new and better safety measures and devices never ends. For example, one of the best safeguards is to spray limestone on mine walls to dilute the coal dust, thus minimizing the explosion hazard. And, today, giant fans force fresh air into the mines, thus expelling dangerous gases. On the average, for every ton of coal taken out of the modern mine—6 tons of fresh air go in!

To combat roof falls, a new device called the roof bolt has been developed. This bolt makes the roof self-supporting by binding together the overhead layers of rock. And recently, research has been devoted to electronic devices that detect faults in mine roofs.

Mining shares with other industries the risks of handling powerful machinery, and other ever-present dangers. So every educational device is used to preach safety including regular meetings held with mine foremen.

In their fight against danger, America's mine operators spent 80 million dollars last year on safety measures, equipment, research. And this effort is paying off! *The bituminous coal industry has achieved one of the most impressive records of safety improvement in all American industry.*

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(PLEASE PRINT)

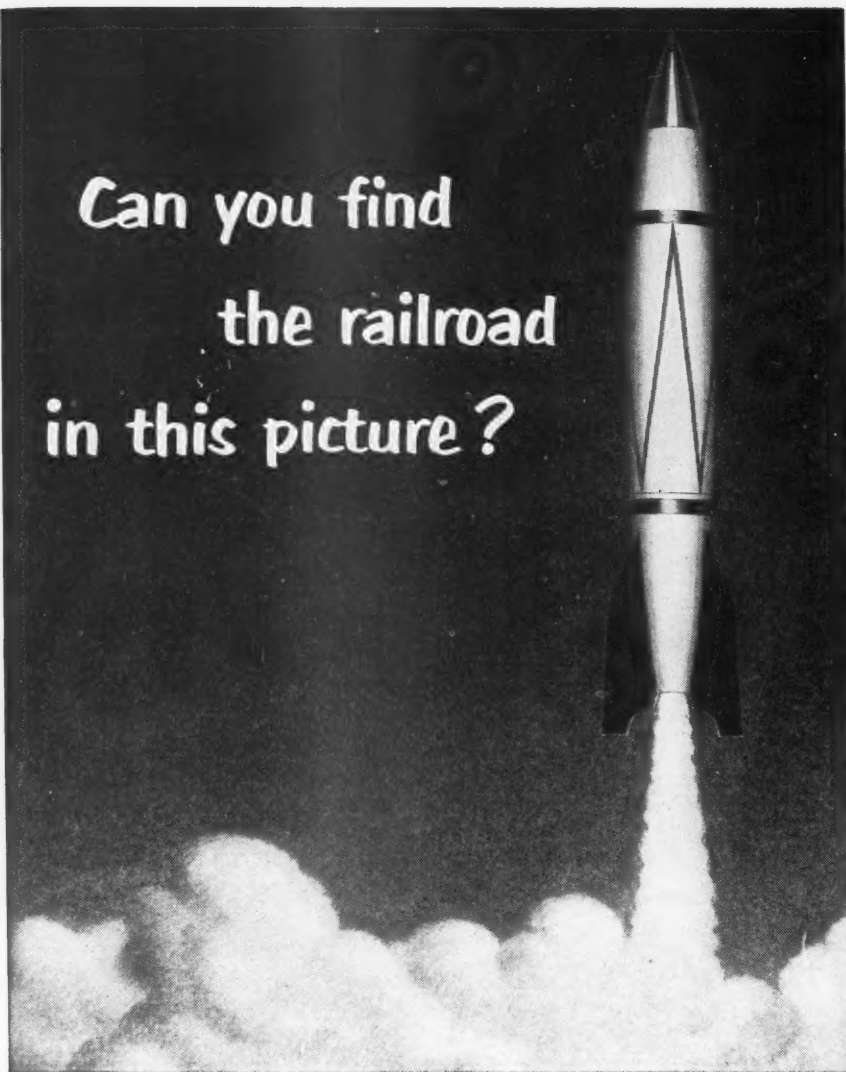
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Can you find
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WITH A GREAT ROAR the guided missile takes off and rips skyward at 3,500 miles an hour. In a few minutes the very gates of outer space are reached, for these giant rockets can climb more than 100 miles above the earth's surface!

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To make the steel that goes into the missile takes tremendous quantities of such raw materials as iron ore and coal and limestone originating in various parts of the country. It also takes a vast, efficient railroad network to carry these vital materials to the steel mills — and to carry the finished steel to the missile manufacturer.

And the electronic circuits that are to launch, steer and explode the missile are brought to the manufacturer by the railroads. The manganese catalyst,

the hydrogen peroxide, the pyrotechnic flares, the liquid oxygen and alcohol — all needed to power the missile's supersonic flight — are also assembled by the railroads. Delivery of the finished missile? That, too, is a railroad job!

Indeed, almost all the thousands of things that are needed for American defense are carried by America's railroads. It takes railroads to do the tremendous and complex job of transportation that national defense demands. Bazookas and bayonets, planes and parachutes, rifles and range finders — the U.S. is getting what it needs to stay strong and free, and the railroads are playing an essential part in getting this gigantic job done!



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ASSOCIATION OF AMERICAN RAILROADS
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ORIENTATION on California Association for Health, Physical Education and Recreation Policies and Procedures (Condensed)¹

By Dr. Harold Schoenfeld, Coordinator of Health Education, Physical Education and Recreation, Alameda County Schools, and President, CAHPER

THE policies and procedures stated by the California Association for Health, Physical Education and Recreation are essentially the same as those formulated by the Educational Policies Commission of the National Education Association, the American Association of School Administrators and the American Association for Health, Physical Education and Recreation.²

Minimal Basic Program

These professional groups recommend at least a minimal program involving hearing and vision screenings, daily observations by teachers for deviations from normal pupil behavior, physical examinations and referrals; provision of protective and corrective measures, health, safety, physical, dental and nutrition education; provision of an appetizing lunch; opportunities for directed play and exercise; leisure education; provision of recreational program, outdoor education and conservation education.

Physical Education³ and Mobilization⁴

CAHPER affirms compulsory minimum time for physical education as required in the Education Code⁵ in order to (1) develop and maintain physical efficiency, (2) develop useful play, work, and safety skills, (3) help children conduct themselves in socially acceptable ways and to enjoy wholesome physical recreation.

With the war in Korea and threats of war elsewhere, our schools face a long period of mobilization. CAHPER emphatically disapproves all actions which attempt to substitute ROTC or similar cadet training for physical education credit.

Athletics and Physical Education

CAHPER recognizes that athletic opportunities for students on all levels of ability should be provided. It wholeheartedly supports the California Interscholastic Federation and its health and safety provisions.⁶ The CAHPER affirms that athletics is an integral part of physical education.

CAHPER insists that physical education and coaching should be taught only by physical education majors or minors who have been directly trained in coaching athletics, in understanding growth and development, handling of

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injuries, physiology of exercise and recognition of fatigue, emotional stress and concomitant problems of athletics and physical education.

Extra Services

CAHPER believes in just and equitable distribution of teacher load for those activities usually considered to be extra-curricular: — e.g., drama, music, clubs, etc. **We do not** believe in special treatment for a favored few because of the nature of the program and its influence on public relations.

Class Size for Physical Education

It is our conviction that certain weaknesses of our present program arise out of disproportionate class sizes. To do a good job, to have a vigorous activity program, to teach skills adequately, classes should not range from 50-100 children per teacher. Physical education should not be a dumping ground for all grades. We believe in social or chronological age grouping so that we can classify youngsters and teach skills and physical conditioning based on sound principles of learning and health.

Health Education⁷

The CAHPER believes that the total health of each child is the active responsibility of all the school personnel and that responsibility for health is not a vested right of the parents and the nurse alone. All teachers **must** observe and appraise children's health and have time for conferences with the nurse during the school day.

Our association believes that health education is as distinct a field of learning as is music education and that trained health educators should be employed to teach this program. Physical educators are not necessarily the **best** or only teachers of health education. It is questioned that they should be the only ones doing health instruction. There are other areas that have health instruction responsibilities — areas such as home economics, the sciences, social studies, arts, crafts, shops, etc.

Recreation

The 1918 "Cardinal Principles of Education" and the program of "Education for Life Adjustment" recognize training for worthy use of leisure time. The CAHPER emphasizes the importance of teaching skills for developing outdoor education and recreation interests and believes that more emphasis should be placed on the carry-over sports on the senior high school level. Our association favors coordinated planning and use of school-community facilities and strongly endorses the school camping (outdoor education) and conservation education programs.

Safety Education

The CAHPER recognizes the importance of safety education in its pro-

grams. Such teaching we consider to be a part of the skills of play or of work. We believe that driver education and other areas of safety education should be taught in the special subjects such as shop, social studies, science, home economics, etc.

Interscholastic Athletic Competition In Elementary Schools⁸

The CAHPER recognizes that highly organized competitive athletic leagues are not desirable for children and youth of elementary and junior high school age (Grades 1-8), and endorses a program of intramural competition in team, dual and individual sports supplemented by sports days and play days. The association recognizes that athletic competition should be conducted in accordance with needs, capabilities and interests of growing children and should be offered to all. The association is making every effort to stimulate interest in promotion and organization of activity programs for all children and youth designed to their maturity levels and seriously questions present abuses and dangers found in activities such as Little League Baseball and Pop Warner Football.

First Aid

CAHPER regards first aid as a responsibility of all teachers. It believes that each area within the school should be equipped with its own first-aid kit and that all teachers should be trained to administer first aid. Instruction in first aid could well be given in science, or other areas, but not necessarily and only during the time when a youngster should be participating in a vigorous program since the balance of the school day is spent mainly in sedentary activities.

1. The full text may be obtained through the CAHPER office of Executive Secretary, Verne Landreth, Bureau of Health, Physical Education and Recreation, State Department of Education, Sacramento 6.

2. Educational Policies Commission, American Association of School Administrators and the American Association for Health, Physical Education and Recreation, Departments of the National Education Association "A Program for the Health and Physical Fitness of All Our Children." Washington, DC, 1945

3. California Association for Health, Physical Education and Recreation Newsletter "Platform for Physical Education," May 1949, page 8.

4. Mobilization Conference Report, American Association for Health, Physical Education and Recreation, Washington, DC.

5. California Education Code Sections 10116-10127, inclusive.

6. California Association for Health, Physical Education and Recreation News "Cardinal Athletic Principles," May 1949, page 11.

7. Journal of American Association for Health, Physical Education and Recreation "Physical Education's Contributions to Health Education," June 1951.

8. California Association for Health, Physical Education and Recreation News, October 1951.

RESEARCH POINTS WAY

(Continued from Page 11)

survey which found its realization in the \$250,000,000 school bond plan.

For many years school enrollment had been ascertained in terms of state enrollment, a cumulative form of enrollment. This did not present a realistic picture of the school population of California; furthermore, the information was not available until the close of the school year. Accordingly, in 1946, a semi-annual survey of active school enrollment was substituted for the former

method of compiling state enrollments. Studies have indicated that reasonably accurate predictions can be made on the basis of these semi-annual enrollment surveys and predictions based on average daily attendance surveys have proven to be accurate within one-half of 1 per cent.

In addition to current and accumulated information on active school enrollments, similar information on teachers and administrators salaries is considered an imperative. Accordingly, such information is collected each year in the fall

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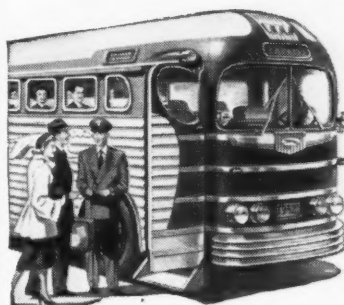


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in order to be of maximum value to administrators, salary committees, and others, during the current year. Reliable comparative statistics on both enrollments and salaries are now available for a 6-year period. Salary information for each school district is furnished the California Teachers Association. The state bulletin furnishing statewide averages, coupled with the district analysis published by the California Teachers

Association, gives a complete coverage.

The Bureau of Education Research compiles a number of administrative aids such as lists of districts comprising junior college districts, and the annual Directory of Administrative and Supervisory Personnel. In addition, this bureau computes the annual apportionment of school funds, the semi-annual apportionments for growth, and the amounts involved in the apportionment of

vocational funds. It also tabulates information for the school lunch program, the surplus property program, and the Controller's Report on the financial transactions of all school districts. It is at present assisting the Division of School Administration in the tabulation of data in the school facilities survey.

An idea of the magnitude of the tabulation involved in some of these assignments may be gained from the information that over 100 different operations are involved in the computation of the annual apportionment. Another example may be found in the planned analysis of the data recently collected from California teachers relative to class size and the various elements which enter into a realistic picture of a teachers load. This task will involve the punching, sorting, and tabulation of almost one-half million cards.

In addition to the assistance which the Bureau of Education Research has furnished in the area of instruction through its cooperation in a number of curriculum studies, the Bureau has been given the responsibility for furnishing consultant services in the field of evaluation. There appears to be a keen interest throughout the state in the evaluation of pupil progress. The Bureau of Education Research has prepared a guide on evaluation procedures entitled "Evaluating Pupil Progress." Its distribution includes administrators, principals, and supervisors. One of the unique contributions of this book is the provision of a number of examples of evaluation techniques and instruments which have been found useful in actual classroom situations.

This program of evaluation has proven itself an appreciated addition to the family of services rendered by the State Department in (1) the stimulus which it affords self-assessment, (2) the sound basis which it provides for curriculum revision, and (3) the encouragement it engenders toward the integration of all levels of education.

Research Is Paramount

As pointed out in the 1945 Strayer Report "The service of research can very well be one of the most important divisions organized in the State Department. Progress throughout the state will depend upon the adequacy of the research undertaken and upon the dissemination of information growing out of such studies."

Research is rapidly removing the guesswork out of educational planning.

New Horizons in Teaching
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American Bird Songs

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 Pine Warbler • Orchard Oriole • Yellow-breasted Chat • Carolina Wren
 Mockingbird • Brown Thrasher • Cardinal • Summer Tanager • Chuck-wills-widow • Barred Owl • Bobolink
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 Vesper Sparrow • Field Sparrow • Red-winged Blackbird • Prairie Horned Lark • Savannah Sparrow • Lark Sparrow • Killdeer • Spotted Sand-piper • Burrowing Owl
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To accompany the records are beautiful, true-life color slides of each bird. Projecting the slides while playing records in classroom or assembly, helps classes hear-see-learn. Your Board of Education, P.T.A. or Library might help you acquire these records and slides.

If further interested: These records are vinylite in two Albums; 78 RPM. ALBUM I with 72 bird songs; 10" records; \$8.50. ALBUM II with 51 bird songs; 12" records; \$10.50. MATCHING COLOR SLIDES, 75¢ each; or, in sets, \$40 and \$28 respectively. *Everything is sent post paid.* Write directly to the CORNELL UNIVERSITY PRESS, Ithaca, New York.



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The Question of the Dynamic Deviate

By Edith Farey, Stockton

THE moron has his own teacher, A specialist, adroit and sure. The spastic child, though handicapped, Need struggle not alone. No more The palsied ask in vain for help To guide their trembling hands and lift Their courage to new heights, and find With each his latent gift.

The world is rightly kind to these.

What, also, of the other child Who, sensitive as sight and taste, Is gifted with a mind so near Divine that man should count it sin to waste? When will society awake to meet His need, exceptional, with bright And expert guides to know and teach Potential genius aright?

Pasadena Success

Pasadena Public Schools Tell Transportation Story in Exhibits, Demonstrations and Stage Productions

Transportation Fair Great Success

By John Mike Kellner, Chairman of Public Relations Committee, Pasadena Education Association

PASADENA Public Schools wrote another success story on April 25 and 26, when crowds totaling over 50,000 persons attended the Transportation Fair at Pasadena City College campus.

This fair presented all modes of transportation and educational demonstrations of what goes on in the classroom every day. Participants were the children from elementary grades up through the junior colleges, 700 school employees, and 200 lay people.

The purpose of this fair was to acquaint the public better with the educational program on all levels of the school system. To that end, every grade played an active part in the exhibits and performances.

This eventful project was more than a show; it was more than a splendid example of staff cooperation and teamwork. Basically, the Transportation Fair served a sound educational purpose. It focused the attention of 25,000 children on the significant values of transportation. It strengthened their pride in an important area of our lives and gave a real appreciation of the men and women

who have developed the various methods of transportation.

We worked together in the same spirit of cooperation that characterized the early pioneers. Pupils, teachers, administrators, custodians, clerical staff, and parents all planned and carried this project to a magnificent conclusion. Lay people, too, had their part. At every step they gave unstintingly of their time and counsel.

In addition to the schools own work, the exhibits included all forms of transportation, such as late model automobiles, horseless carriages, bicycles, motorcycles, buses, trucks, an Air Force

jet plane, a complete and extensive line of military transportation, travel bureau exhibits, railroad and airplane line exhibits, ship exhibits, belt and pipeline exhibits, audio-visual and book exhibits, highway and freeway exhibits, and safety education exhibits. In fact, everything from papooses to jets in the history of transportation was on display.

It was a great undertaking, really a tremendous job. And when it was over there were hundreds of expressions of praise from the public as well as from school personnel.

Teamwork won conspicuously in this special event. It is winning every day.



Dr. Guy A. West
President
Sacramento State College

Dr. West writes —

"We believe that you have been doing an excellent job at the Audubon Camp of California, and on my visit to the Camp, I was impressed with the nature and the quality of the program. The current emphasis that is being placed on conservation in this state adds importance to the type of work that your organization is sponsoring. Sacramento State College will, as in the past, record college credit for qualified students who complete the program satisfactorily."

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NEWS FROM THE FIELD

Los Angeles State College of Applied Arts and Sciences offers an attractive summer session program, with a wide range of graduate and undergraduate courses, many of which lead to credentials for teachers and administrators. The College is located at 855 North

Vermont Avenue, Los Angeles 29. For details address C. R. Milham, Coordinator for the Summer Session.

SOUTHERN SECTION NEWS

Great Progress in Radio and Television Shows

THE 10th District Parent-Teachers Association of Los Angeles has voted the CTA-SS "Playcrafters Club" video program on KTLA, Mondays to Fridays at 5 p.m., as the "outstanding children's educational program" for 1951-52.

Each day on this program teachers and students from Los Angeles city and

county recreation departments and public schools demonstrate various arts and crafts. Patterns of each program project are also sent free of charge to viewers of the program on request.

Many Programs Weekly

Southern California radio and television stations are now donating 325 minutes of free program time to the Southern Section of the CTA for educational programs. Teachers, students and other school personnel from the Southern Section area appear on seven weekly radio and television programs produced by the CTA-SS office in cooperation with the schools.

Among the programs are:

Television

"Playcrafters Club" — KTLA — Ch. 5

Monday to Friday (Daily) — 5 p.m. — CTA-SS program in cooperation with public schools and recreation departments, designed to teach youngsters how to use their leisure time. Recommended for children. Art and craft demonstrations.

"School-Craft Time" — KFMB (San Diego)

Saturday — 10:30 a.m. — A San Diego City and County Teachers Associations and CTA weekly show. Program features San Diego teachers and students in class project demonstrations and their relations to the three R's.

"Learning '52" — KNXT — Ch. 2

Saturday — 4:30 p.m. — Los Angeles city and county schools co-sponsors with CTA. Educational film and discussion by administrators, teachers, parents and students.

"Who Knows This?" — KLAC-TV — Ch. 13

Sunday — 7 p.m. — A weekly CTA-SS program in cooperation with office of superintendent of Los Angeles County Schools. Program features a curriculum quiz with high school students.

"Eddie Albert Show" — KLAC-TV — Ch. 13

Thursday — 1:45 p.m. — Teacher-student demonstrations re: three R's.

School Agricultural Program — "Campus Farmers" —

KECA-TV — Ch. 7

Saturday — 5:30 p.m. — A weekly CTA-SS program in cooperation with city and county schools on school agricultural curriculum. Teachers, students, in animal-plant demonstrations.

Radio

"Report Card"

A 15-minute weekly program on school curriculum and other activities with participation by teachers, administrators and students. Heard on these stations each week:

KGFJ — 1230 on dial — Friday, 8 p.m.
KGER — 1390 on dial — Wednesday, 9 p.m.
KXLA — 1110 on dial — Wednesday, 7:45 p.m.

For your school's participation in the above programs, contact Arnold Pike, California Teachers Association, 612 South Figueroa, Los Angeles 17; MAdison 9-3681.

CONSERVATION AT IDYLLWILD

NEW to the program of the Idyllwild School of Music and the Arts this summer will be a 4-week course for teachers, elementary and secondary, in Conservation of Natural Resources, two 1-week workshops in Conservation, and a 4-week course in Plant Identification. These have been added because of the

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many requests for such courses and because Idyllwild is a natural outdoor laboratory for them.

The Idyllwild School campus is located in the pine forest on the slopes of Mt. San Jacinto at an elevation of 5,000 feet. It is adjacent to the magnificent 12,000-acre wilderness area of the Mt. San Jacinto State Park, which includes the rugged peaks of the 10,805-foot mountain. Near the school site also is a delightful resort area with both state and county parks providing camping sites for students at the school who wish to camp out.

Clinton Schonberger, instructor in biological science at San Bernardino Valley College, will offer the 4-week courses which will carry two upper-level or graduate units each through the University of Southern California. He will be assisted by a resource faculty provided by the State Department of Education and the State Department of Natural Resources.

Further information can be secured by request sent to the Conservation Education Section, State Department of Natural Resources, Sacramento.

God's Earth

GOD meant the earth to be lovely;
I know, for I've seen His smile
Thru the golden clouds of the even,
I've glimpsed glories of Heaven awhile.

God meant the earth to be happy;
I know, for I've watched the play
Of a child as it laughed so freely,
Teaching me how to be gay.

God meant the earth to have plenty;
I know, for His harvest of Good
Lies bountifully out before me,
For all an abundance of food.

Why has man the heart of God riven,
Seeking hate, and war, and strife,
When the earth could be made a Heaven,
If we followed His plan of life?

By Elva E. Horsman, Primary
Teacher, Elderwood Union
School, Tulare County.

SAN DIEGO ROUND TABLE

TEACHERS, administrators, parents, and all others interested in the education of children, are invited to attend the 30th Annual San Diego State College Round Table Conference to be held on Saturday, May 3, 1952, at San Diego State College.

For over a quarter of a century the Annual San Diego State College Round Table Conferences have attracted the educational leaders of Southern California. At each meeting a major educational problem is presented and analyzed by expert consultants. The

president of the 1952 Conference is Dr. Francis Drag, assistant superintendent, San Diego County Schools.

The 1952 topic is Moral and Spiritual Values in Education. The morning session will begin at 9:30 o'clock in the State College Library. The speaker will be Dr. C. C. Trillingham, superintendent, Los Angeles County Schools.

The luncheon, sponsored by Omega Field Chapter of Phi Delta Kappa, will begin at 12:15 in the College Elementary School. Dr. Trillingham will summarize the results of the Conference.

Other participants at the morning session will include city and county

teachers and college staff members. — William H. Lucio, Secretary, 1952 Conference.

University of California Demonstration Secondary School will be held June 23 to August 15 at Technical High School in Oakland. Robert E. Brownlee is principal; the excellent staff of 30 is drawn from a wide range of Northern California school systems. Extensive variety of courses is offered; a special feature is the Music Workshop. For further details address Mr. Brownlee at Demonstration Secondary School, Room 202, T2, University of California, Berkeley 4.



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For additional information, write Director of Summer Sessions, University of Nevada, Reno, Nevada.

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SCENERY UNLIMITED TOURS

PLENTY OF READING

SAN DIEGO residents recently opened their copies of The Evening Tribune, the daily afternoon newspaper, to see convincing visual proof that Reading is really an integral part of the schools' program.

What they saw was an eye-catching photo of Gary Short, kindergartener from Alice Birney Elementary School, contemplating a ceiling-high stack of 257 books. On the opposite side of the stack stood Glen Johnston, San Diego High School senior, CSF member and vice-president of his graduating class.

Mary Collins, City Schools' head librarian, was quoted in the caption to the effect that the 257 books repre-



Gary Short (left), kindergartener, Alice Birney Elementary School, and Glen Johnston, senior, San Diego High School, examine the stack of 257 books, representing the required reading for a college preparatory student in the San Diego City Schools.

sented suggested reading only for young Gary if he hoped to emulate Glen in completing a college preparatory course. "Actually, many San Diego students read closer to 300 books, counting supplementary texts and outside reading," Miss Collins added.

Reminiscence

ALLAN was a small youngster,
Quiet and painfully shy;
Reluctant to play with the turtle —
"I might hurt it," his reason why;
He admired it from a distance.
Such a small thing to remember —
That he liked heroic takes best.
No surprise then to read
Of his medal for bravery —
Courage replacing timidity;
I should have guessed.

Allan was in the first class I ever taught — Last newspaper reports told of the many medals he had received for bravery in combat.

By Beatrice K. Kess, Teacher,
Jordan Junior High School,
Burbank

"It's News to Me"

THESE notices by makers of new products are of professional interest to teachers. If you cannot find these items locally, write to this magazine and your letter will be forwarded to the manufacturer.

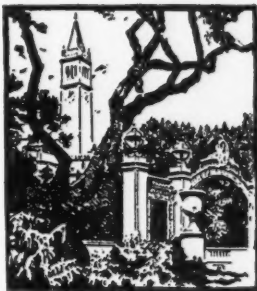
Blackboard Buddy in a Transparent Case contains 6 chalk holders — each in a different color — especially desirable for those who use colored chalk. The holders eliminate chalk dust, soiled hands and clothes and uses chalk up to the last half inch. Cost — \$2.25.

Desk Tops, Inc., Cleveland, Ohio, has developed a completely new way to renovate old school desk tops with a surface which is practically indestructible. Uneven, marred, wooden surfaces are replaced with smooth, clean plastic tops, which are almost invisible. They are immune to acids, inks and paints. Stainproof, glareproof and germproof. Detached battle-scarred tops may be forwarded to Desk Tops, Inc., where they will be laminated with American Cyanamide Company's Melmac Resin, attached to the old surface with adhesive URAC Resin 185. Process of resurfacing takes from 7 to 10 days.

Clarín Folding Table Arm Chair is the answer to seating problems when supplemental seating is needed for periodic or emergency use. Also suitable for band rooms and music rooms. The arm can be readily adjusted to several positions and folded up completely against the front of the chair proper when it is folded. One chair folds to 3-inch depth.

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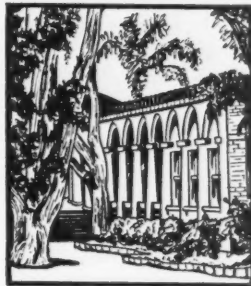
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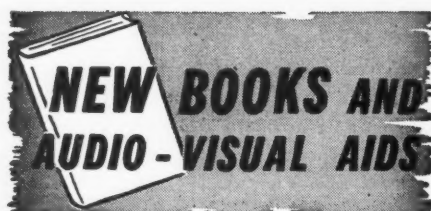
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RADIO CORPORATION OF AMERICA



A Symposium on Health, Physical Education and Recreation occupied most of the April 1952 issue of California Journal of Secondary Education. Leading authorities throughout California and the nation contributed concise papers concerning these important and interrelated fields. For further details address California Society of Secondary Education, Room 9, Haviland Hall, Berkeley 4.

IMPORTANT NEW FILMS

These films are 16 mm sound, black-and-white, "classroom-tested," and may be obtained from your local film distributors.

For those you cannot locate, write to this magazine and your letter will be forwarded to the producer.

Morning Star (45 minutes, color, Encyclopaedia Britannica Films).

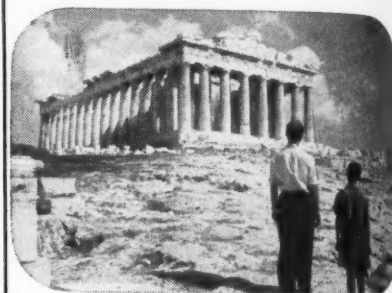
No ordinary documentary, this film is a sensitive recording of the annual spring migration of a flock of sheep cared for by Mexican Shepherd Rosalio. Quality of movement and tempo, selection of incidents, effective photography and editing produce depth of feeling and moving symbolism not often found in any film. You have been brought to remember many Shepherd allegories many moments before the Psalm of David is quoted.

On the factual level, Rosalio, Pablo the Cook, the photographer, burros and dogs take 1547 sheep safely on the 52-day trek across some of the wildest country in Arizona. From the valley fold they go over rushing streams, through desert and three days without water, up through steep-walled canyons and forest thickets, and in a plateau wilderness camp and travel nine days in rain and mud, and finally across the barrier rim of huge, sharp boulders before they reach mountain meadows.

With skill, patience and responsibility, Rosalio (whose other name means Morning Star) had done what few men could do. Shown along the way are plants, flowers, birds and animals of the spring-time desert, plateau and mountain, making a rare film with many values for many persons of a wide age range.

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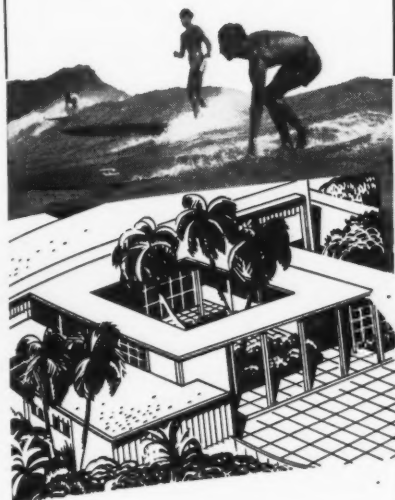
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•The new women's residence hall on campus is available to summer session students. Registration day is June 23. Write for our booklet covering all necessary information about your summer in Hawaii.



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Rhythm in Music (10 minutes, color also, Coronet Films).

Understanding and enjoyment of the element of rhythm are created by children of primary and intermediate levels in activities through which they discover rhythm in their own bodies, in the clock, the knock on the door, skipping rope, trotting horse, in clapping hands, and in playing instruments and singing. Now they know how Jimmy could play the right notes and sound so wrong, and they know what to do about it through beats, accents, and rhythm patterns. They find that melody helps rhythm and rhythm helps melody, and both combine to make music. Excellent teaching procedures are demonstrated.

The American Cowboy (30 minutes, color, Ford Company).

Rugged and real, Gus Roberson, his cowboys and his white-faced herd typify the "Old West," but are quite modern enough to be entirely genuine. Spanning a year of the cowboys' work, the film superbly photographs the season's last blizzard at the home ranch, then branding calves and the cattle drive to the 12,000-foot-high pastures, riding herd there with majestic mountain backdrops until autumn colors the aspens and the round-up brings all the herds down to loading chutes at the railroad, and the men begin another winter's care of the base herds.

Exciting is the rodeo at Gunnison, where hands compete at calf roping, bulldogging, bronc busting, and riding Brahman bulls. Humor and trail-riding ribbing add to enjoyment of the story. Bawling of cows separated from their calves, the howling of the blizzard, the sustained whistle of the train carrying animals to market, and the lonely snatches of cowboy ballads with guitar accompaniment complete an authentic atmosphere.

STORY OF NATIONS

LESTER B. ROGERS, former dean, School of Education, University of Southern California, Los Angeles; **Fay Adams**, professor of education there, and **Walker Brown**, principal, Alexander Hamilton High School, Los Angeles, are co-authors of a beautiful, big, profusely-illustrated secondary-school text of over 700 pages. It doesn't look like a textbook and it has fast-moving narrative and flesh-and-blood heroes. It is well organized and with completely new and imaginative teaching aids; price \$4.16; published by Henry Holt and Company, with California offices at 536 Mission Street, San Francisco 5, and 2038 Kelton Avenue, Los Angeles 25.

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Nearly 300 pages, price \$3.75, published by D. C. Heath and Company, 182 Second Street, San Francisco 5.

Better Homes for Family Living, an admirable 8-page unit, illustrated in color, on home building, is for intermediate and upper grades. Copies will be supplied in quantity free of charge; address Educational Committee, National Association of Home Builders, 1028 Connecticut Avenue, NW, Washington, DC.

BETTER ENGLISH

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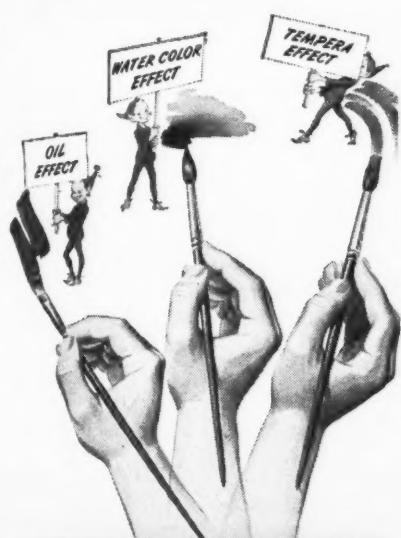
The teachers manual give specific directions for conducting lessons: how to set the scene, what questions to ask, how to draw out answers, how to establish correct attitudes. There are also hints on audio-visual aids and additional reading. A key to exercises is provided.

Address Ginn and Company, 260 Fifth Street, San Francisco 3.

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READERS of this magazine are cordially invited to send suggestions and comments to the Editor.

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On the attached sheet are my suggestions.

Name.....

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tation is well done and the illustrations are excellent.

Pride and Prejudice, by Jane Austen, adapted by Ollie Depew; edited by Herbert Spencer Robinson. One of the best known and best loved English novels, good as a study in the interplay of character and human relations. Jane Austen has been called "The mother of the 19th Century novel." \$1.84.

Jamaica Inn and The Thirty-Nine Steps, edited and abridged by Jay E. Greene. These stories are published in one volume without the other two. Notes and teaching aids are the same as in the other volume. \$1.80.

Poe's Stories and Poems; stories adapted by Ollie Depew; edited by Herbert Spencer Robinson; illustrated by Thomas G. Fraumeni. Poe ranks as the originator of the short story and especially of the mystery story. The rhythm and wild beauty of his poetry is well known. \$1.80.

CSTA REPORTS

(Continued from Page 8)

Use the pamphlet which this committee has written and which is available to chapters in quantity from the CTA office. Continue those programs with the California Scholarship Federation. Interest young people in our profession.

The Teacher Education and Professional Standards Committee brings into its deliberations first-hand knowledge of the effectiveness and weaknesses of teacher education programs. Block scheduling, orientation programs, community experiences, and certification are problems being considered on the national level by the NEA. As usual, this committee is a leader in its field. Screening programs for teacher candidates and turning over classrooms to the sole direction of the student teachers are worrying the minds of the best educators. This committee is coming close to the answers to these perplexing problems.

This has been a successful year qualitatively. To each of our five committees and to their memberships, we are grateful. The punch they have put in the reports will give us enough momentum to carry our program through the summer into next year.

As your retiring president, I shall always cherish the past year. I have found good friends. I have shared hours and days in pleasure and in work. I have benefited from the help and advice

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of sponsors. I am proud of the committees. I have had an executive board of abilities and of rapport. I have matured professionally. All of these ease the gnawing regrets that I have had over my own shortcomings. Full academic programs with their unanticipated demands of time will always prevent your presidents from giving to CSTA the energy which it deserves. To each student teacher, I hope that you will be able to get from and give to your first teaching assignment, the best. I shall see you again as active participants in the CTA program.

To A Teacher

On Mother's Day

YOU have no children —
Yet I see a mother in your eyes,
Stored with wealth of heart and
mind —
Brave and cheerful, warm and wise,
Loyal, loving, just, and kind.

— By Mildred V. Batten, Kingsburg, to her friend, Jennie Y. Freeman, a beloved teacher at Glendale High School. See this magazine, April 1951, page 30.

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In Memoriam

Myrtle Hooper Dahl

Nationally-Known Schoolwoman

MYRTLE HOOPER DAHL died March 18, in Minneapolis. Mrs. Dahl served the National Education Association loyally and with distinction for many years. In addition to serving as member of the Executive Committee and the Board of Trustees, she served as president, Department of Classroom Teachers, and as the 1941-42 president of NEA.

She was born in Valley City, North Dakota, February 27, 1887. She was graduated from a Minnesota state college and from MacPhail School of Music, Minneapolis. She was an elementary teacher, Lidgerwood, North Dakota, Northfield, Minnesota, and Davenport, Washington, before going to Minneapolis, where she taught from 1912 until her recent retirement.

From 1945 to 1949 she was a member of the Minnesota Commission on Youth. She was active for many years in the work of classroom teachers, serving as president of the local association in Minneapolis, the Minnesota state association, and the national department. She was chairman of the Education Committee and parliamentarian of the Minnesota Federation of Business and Professional Women's Clubs and past president of the Minneapolis Business and Professional Women's Clubs.

COMING EVENTS

April 26-May 3 — National Boys and Girls Week; sponsored by Rotary International.

April 28 - May 3 — California Public Schools Week; annual observance.

April 30 - May 3 — International Council for Exceptional Children; annual meeting. Omaha.

April 30-May 3 — American Industrial Arts Association; annual meeting. Chicago.

May 1 — May Day; Child Health Day; national observance.

May 1-3 — California Council on Teacher Education; spring meeting. Mar Monte Hotel, Santa Barbara.

May 1-3 — California School Supervisors Association, Northern Section; spring meeting. Richardson Springs.

May 3 — San Diego State College Round Table Conference; 30th annual session. At San Diego State College.

May 3 — CTA Northern Section; executive board meeting. Marysville.

May 3 — California Scholarship Federation, Central Region; annual con-

vention; sponsored by Amador Valley High School. Old Hearst Ranch, Pleasanton.

May 3—California Scholarship Federation, Southern Region; annual convention. Redlands University.

May 3—Southern California Continuation Education Association; spring conference. Long Beach.

May 3, 4—Delta Kappa Gamma; California state convention. Coronado Hotel, San Diego.

May 4—Horace Mann's Birthday.

May 8-10—California Council of Business Schools; state meeting. Santa Barbara.

May 9—CTA Northern Section Classroom Teachers Department; regular meeting. Chico.

May 10—CTA Northern Section Council; regular meeting. Chico.

May 10—CTA Southern Section Council; regular meeting. Los Angeles.

May 10—Central California Social Studies Association; luncheon meeting, 12 noon, Oscar's Restaurant, 2315 Tenth Street, Sacramento.

May 11—Mother's Day.

May 12-16—State Department of Education, Division of Instruction; joint meeting with staffs of Teacher-Education Institutions. Chico and Fresno.

May 15—California Association of Public School Business Officials, San

Diego-Imperial Section; regular meeting. San Diego.

May 17—Armed Forces Day.

May 18—National Citizenship Day.

May 21—California Association of Public School Business Officials, Northern Section; regular meeting. Oakland.

May 23, 24—Council of California Vocational Association; annual meeting. Fresno.

May 30—Memorial Day.

June 14—Flag Day.

June 15—Father's Day.

June 15-21—School for Executives, sponsored by American Association of Colleges for Teacher Education; 6th biennial session. Michigan State Normal College, Ypsilanti.

June 17-20—Conference on Problems of School Administration, sponsored co-operatively by California associations of School Administrators, Elementary School Administrators, Secondary School Administrators, and Curriculum and Guidance. San Francisco State College.

June 18—California Association of Public School Business Officials, Northern Section; regular meeting. Oakland.

June 18-21—National Association of Student Councils of the National Association of Secondary School Principals; annual meeting. Evanston, Illinois.

June 19—California Association of Public School Business Officials, San

Diego-Imperial Section; regular meeting. San Diego.

June 23-27—California Agriculture Teachers Association; summer conference. California State Polytechnic College, San Luis Obispo.

June 25-28—National Commission on Teacher Education and Professional Standards; annual national conference. At Western Michigan College of Education, Kalamazoo.

June 26-July 1—NEA Department of Elementary School Principals; annual meeting. Detroit.

June 30—NEA Department of Classroom Teachers; annual meeting. Detroit.

June 30—NEA Department of Audio-Visual Instruction; one-day meeting. Detroit.

June 30-July 5—National Education Association; 90th annual meeting. Detroit.

July 4—Independence Day.

July 7-18—NEA Department of Classroom Teachers; 9th classroom teachers national conference. Michigan State Normal College, Ypsilanti.

August 6, 7—National Council of Geography Teachers; annual meeting. Statler Hotel, Washington, DC.

September 25-27—California Conservation Council; conference and joint meeting with cooperating agencies. Asilomar.

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43. **A Spring Supplement to the 1951-52 EBFilms Catalog** lists and describes 90 new titles that are released now or will be released later in the spring, summer or fall. If you have a sound projector and are using classroom films in your school, you will want the Supplement.

57. **Picture folder of famous composers.** The pictorial review of 49 great figures in music, from the 16th century to the present, has been issued in a new format. Many of the composers' portraits have been changed to bring out to the best advantage the appearance and personality of the subject. Seven composers have been dropped from the new issue, and 14 who have been recognized more widely in recent years, some of them contemporary, have been added. One copy only to a teacher. RCA Victor.

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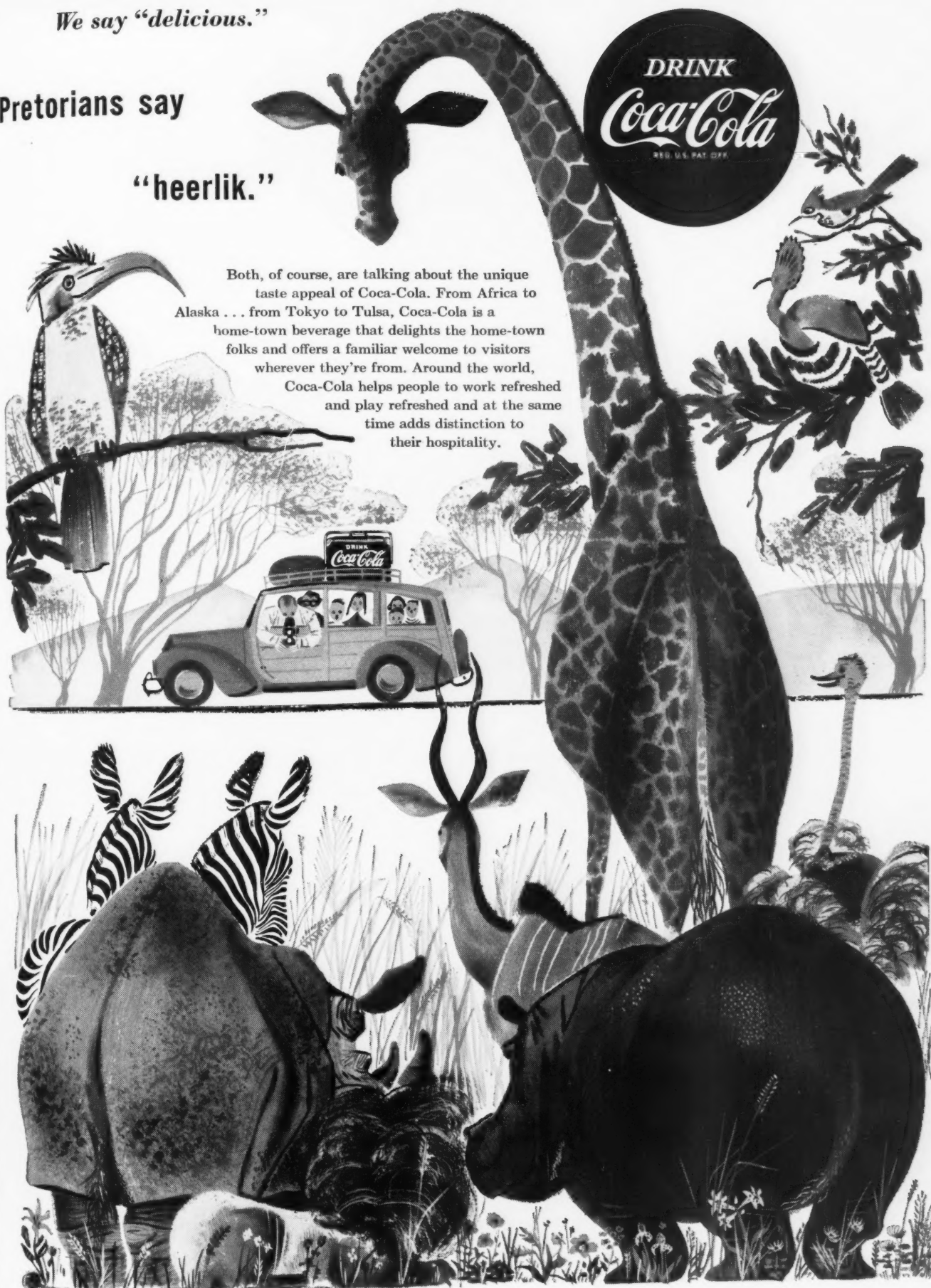
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